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History of Education.

Method.

System.

### Education in Germany before the Reformation

Education entered a new phase of importance for the future of the world. The schools were no longer ruled by the church, there was no startling appearance of change at first. Change was made comparatively easy in the sphere of Education was the fact that the ~~the~~ reformation was a direct outcome of the Northern Renaissance; ideas which it introduced were developed out of those of humanists.

Humanism in German States resembled what it had been like in the Netherlands.

Towards the end of the 14<sup>th</sup> Century universities sprang up in various cities. The University of Prague in Bohemia was founded in 1348 and in a few years had attracted many students from all parts of Germany.

The first real German university was founded by the house of Hapsburg in 1365. Between 1384 and 1409 universities were established at Heidelberg, Cologne, Basel, Ingolstadt, Treves, Mainz, Wittenburg, and Frankfurt on the Oder. They were all mediaeval in character, except for a few founded when Humanism had gained hold. They were more secular in spirit than those they had copied. Learning was strongest in towns mainly due to patronage from Princes.



Result Excepting in Cologne where the Dominican influence was supreme, they responded with readiness to new learning brought across Alps by men like Rudolf Agricola and by books published by recently invented press.

In Vienna Maximilian I in 1459 had gathered around him a company of scholars and poets, mainly learnt poetry and Latin literature. Freidelberg, and Basel also had a chair of poetry.

Wittenburg university was established by the elector of Saxony in 1502 for the furtherance of human studies.

Martin Luther through whom literature revival spread to fields of religion.

Spread of schools of the Brethren life. Germany helped to prepare way for foreign improvement of education.

When universities were able to supply well educated teachers the schools began to come into line with the wider movement.

Jacob Wimpheling (1450-1525)

was educated at School of Brethren at Alsace and at universities at Basel, Bertut, and Heidelberg, in the last of which he became professor of poetry and subsequently rector.

He wrote "Isidoreus Germanicus" (a manual of teaching)

"Adolescentia" and "Germania" in 1501 an appeal to town council of Strasbourg to promote learning of Gym - new idea. Wanted to establish a school which would give a complete course of classical training and turn out finished scholars. Practical view of training boys who had already attended Latin schools for office, church and state, they were to read ancient and modern authors, books about conduct of life and on matters such as warfare, architecture and agriculture.

Whether as Erasmus believed this N. humanistic movement if left to run its own course would ultimately have succeeded in converting schools and universities to its own ideals it is impossible to say. Progress slow. Work depended on a few brilliant men who only had temporary influence, it was confined to those institutions in which humanist teachers proved themselves strong enough to overrule old tradition.

This was how matters stood when upheaval caused by reformation broke up the existing Ecclesiastical and political system, and threw all learning into confusion. It was the humanist awakening that made reformation possible.

Men who wished to revive literature in Education



were inclined to sympathise with demand for reform of Church Government. And some of them of whom Erasmus was the most notable worked hard to bring about reformation from within. Young enthusiasts only needed leadership.

Christendom split into 2 opposing parts. Antagonism against the church produced antagonism against seats of learning. In many cases endowments of schools were confiscated by rulers and princes who favoured reform, some were never re-opened. In other cases where less drastic action was taken - devastation caused by peasants war, reduced numbers of students so greatly that <sup>university</sup> use was gravely impaired.

Men like Luther and Melancthon had scholarly interest and were conscious of need of learning for newly created churches. But condemned universities and schools and came into conflict with moderate humanists like Erasmus. Scholarship was neglected. Luther was not to blame for most part it was the unavoidable result of confusion into which the renaissance had thrown the life of Germany.

{ Luther 1483 - 1546  
Erasmus 1466 - 1536.

Luther was a religious man - religion came first.

Erasmus was a classical man - Classics most important in Education.

Both revolted against mediaeval system of living, both wanted to improve society generally.

Luther looked back to early Christian church.

Erasmus looked back to Greek and Roman constitution.

Both agreed - great need for learning was Latin & Greek languages.

Luther knew scholarship was necessary, he wasn't satisfied with teaching a small group of aristocratic intellectuals, but Erasmus thought that if he only taught aristocrats it would find its way down to ordinary people.

Luther was a forshadowing of what is happening now. New schools required for everyday requirements.

1944 Act - Equal opportunity - Luther tried to do the same but he had a religious mind so it was more difficult.

1521 German church separated from Rome. Luther had bible translated into German.

1522 Luther published his own version of the New Testament.

1524 Luther published his views on Education.

1527 He wrote two catechisms to construct schools. Necessity for children to go to school, and for the State to provide schools.

Luther's influence in this age was important. He was not afraid to speak out. He had rare interest in Educational work. He founded schools for girls.

The protestant church issued directions for education.



through the Government.

Aimed at Education of freedom. His plan was accepted by his followers (aristocrats & scholars)

Some schools were reopened.

1543 Three Princes schools were established.

1485 - 1558 Popular schools were established all over Germany. Both kinds of schools provided religious instruction, reading & writing.

1559. All these schools had civic instruction

1497 - 1560. Melanchton.

Made Wittenburg university centre of studies, he made a textbook, had his own private school.

1525 first protestant schools at Nuremberg.

His methods were carried on by his pupils - 3 classes for 3 studies. Latin grammar and literature was the chief study. Combined humanistic and protestant ideas in Europe, but this brought loss on both sides.

1507 - 1589 John Sturm

Young contemporary of Melanchton

1537 Made Rector of Strasbourg Gymnasium. He later lectured in Paris

He had classes and promotion according to ability - made show of promotion. Sub divided classes into groups of 10.

He gave prizes for good work etc.

"Right method of founding schools for literary Education" by Stern - Syllabus and method for a course for a year.

Result - Strasbourg gymnasium was copied. So part of humanistic school was really confirmed during Stern's lifetime so that it lasted until 1800.

Calvinism in Education.

Other countries began to copy Luther.

Zwingli 1484 - 1531 (Swiss) was for Protestant religion - against Rome.

John Calvin 1509 - 1569. A scholar & statesman. Self-made man - became a lawyer. Interested in humanistic studies. Later became interested in Protestant religion and before he was 26 he published - "Institutes of Christian Religion". In 1536 he went to Geneva to found protestinism - he was successful. His one aim - State to be governed by Christian principles. Theory - Church to have full control of religious and moral side. He said that the word of God should be the foundation of all learning. He also made provision for teaching arithmetic & grammar. 1538 - 1541 taught in Sturms school where he learnt development of children. 1537 he wrote 'Juvenile Catechism'. He was made minister of the church in Geneva. At his death there were 1200 public schools. 300 private schools.



Calvanism spread largely. France established many schools, she had 32 colleges and 8 universities.

Puritanism was controlling power of Oxford & Cambridge. Calvanism was accepted most in Scotland.

John Knox 1505-1572.

He led reformation in Scotland. Church was separated from Rome by Scottish Parliament in 1560.

Then published first book on discipline. Educational systems to be under control of church for all classes.

Church was in charge of schools.

Equal care for boys and girls.

Universal Education for all.

Made provision for children to get to top if they wished and if they had ability.

In country schools in Scotland they had reading, catechism, and grammar. After that they passed to a Grammar School from the country school, where they studied grammar and latin for 3 or 4 years.

They then proceeded to a High School in one of the large towns for 4 years - where they learnt logic and ancient languages. Then went to university to study philosophy, and then a course of medicine or theology or something until they were 25 years old.

Jesuit system.

Carried on side by side with protestantism.

Catholic Education was successful in Southern Europe. Interested in higher education, established colleges.

Jesuit fathers made education their life work, but they were so keen on doing their work that they didn't keep the spirit of the times so by 1773 most of their schools were closed.

Rabelais 1495-1553.

Priest, then physician, then writer. follower of Sturm & Erasmus and became keen on Education. he had humanist view on Education but wished for freedom of individual - they were not to be dictated by law. ✓

Francis Bacon. 1561-1626.

Famous because he was known as 'the father of method of Education'. He was also a philosopher.

Theory - Exercises for intellect, just as exercise for will and body.

He wrote "Advancement of Learning" in 1605. Main studies at universities are professional and arts and sciences are neglected, so he carried protestantism into science and philosophy in search for truth - points to method. Induction method which was the handing down of the acquired intellectual possessions of mankind, to those are



our successors, that was consulted past experiences and past observations to learn lessons of the future.

John Amos Comenius 1592-1671.

Father of modern teaching

Born in Arabia, father a miller. Belonged to set of protestants - Moravians. Who were famous for attention to Education - Direct result of reformation. Comenius attended schools, learnt his catechism and reading, writing and beginnings of arithmetic. He belonged to the lower middle class. At 16 he was promoted to a higher school where he learnt Latin - which was taught in a dull way. So he wanted to find out new ways of teaching it. He set out for improved methods of teaching, he went to several universities. At 22 he was appointed master at a Moravian school at Prerau.

At 24 he published a Latin grammar, and he taught in a new way. He wanted milder discipline in schools.

Pastor and master at Fulneck school. He had domestic worries. Religious war between Catholics and Protestants Catholics victorious. Fulneck taken and plundered, he lost all his belongings, his wife died a year later

his only child died.

All protestant ministers banished. He flew to Bohemia where he devoted himself to study, elaborated on new methods tried to enrich literature of his own land. Translated psalms and classical writing. Made a Latin Dictionary

He went to Poland - Lissa - noted for its kindness to strangers. Founded a school and became master. wanted to find a satisfactory basis for education. Only satisfactory theory must be fixed on laws of nature "Didactica Magna". - wrote this at Lissa - published later. wrote a famous school book - the Janua - Gate of languages unlocked.

Encouraged - so he tried something bigger. Made scheme of universal knowledge - let all men know all things - wanted to carry out theory in practice. Became very famous. Accepted invitation to come to England, worked with Milton and Hartlib.

He found a site in Chelsea where he founded Panosophic College - place to teach all things to all people. Good book, teachers and methods.

Outbreak of civil war, prevented plan to be carried out. He became poor. He made up his mind to go home. But he was invited to West Prussia - Elbing with a lot of money, but he didn't get just what he



wanted so he only stayed a few years.

Made a bishop of Moravian brethren. Turned to schools with private pupils to prove theory.

Peace came at last.

1648 came back to Lissa. Wrote school book with pictures.

Moravian school reformed by him, most advanced in the world. Handwork, history, picture book, nature lessons. Stayed 4 years.

Returned to Lissa 1654. House of Corneius was burnt all manuscripts burnt. He escaped but he was left homeless and a beggar. In Amsterdam a Dutch merchant took pity on him and gave him a home where he spent the rest of his days working.

'Light in Darkness' - prophesying downfall of Austria, it was burnt, everyone annoyed with him. He died in Amsterdam.

He was courageous.

Famous for 4 schools :-

Mother school, vernacular school, Latin school, university school.

There ought to be a mother school in every house.

Vernacular	"	"	"	village.
Latin	"	"	"	town.
university	"	"	"	province.

All books written in Latin. But tongue of country to be studied as well.

Child to remain in mother school until 6 or 7.

All classes of children put together in vernacular schools, to have common interests. They had 2 hrs work in morning 2 hrs work in afternoon, books introduced in vernacular school, spent 6 yrs there. Every child expected to go to school until 12. Children acted in school. ✓

Instruction must be fitted to the child not child to instruction. Education is the right of every human being. He foretold what Montessori carried out. Nothing should be taught before it can be comprehended. Children should only be admitted to schools once a year. Schools should be an imitation of Heaven.

### The Teaching Congregations in France.

In 1560 The teaching congregations in France wanted a system of primary schools, which everyone had to attend.

Teachers were bound under rules. There were about 40 children to a teacher.

Jesuits had many colleges and universities.

Descartes 1596-1650.

He was the liberalising force in education, he broke



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away from authority. He reasoned things out, he reduced problems to the most simple form and worked things out mathematically - opening door to Education.

Order of Oratory - for the culture of priests

Latin was still used for Education.

1764 Jesuits expelled from France. Oratory students took their place as teachers.

Port Royal. 1637.

Began to educate a few boys. Later had several small schools. Saint Cyran was their leader. He died before the schools were properly under way. He found theology was necessary in Education. Only about 5 or 6 pupils to each teacher.

Theology was always most important subject.

Pupils were never left alone, they even slept with their master.

Literature was chosen with great care. Much care was taken in teaching of classics.

Taught languages, did translations from Greek and Latin into French.

Pascal

Invented phonetic method of teaching reading, this way was used in Port Royal schools. They layed stress on expressions.

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Directed children's mind on concrete things, made them write about their own experiences etc.

The children went on until they reached universities.

Roger Asken taught the princes in England. There were often aristocratic teachers.

The Academies taught mathematics and the new sciences, as well as history, politics etc. Also included manners, etiquette etc. Nobles learnt all

~~such things~~ as riding and P.T.

There were no high ideals for women, it was enough to know how to look after husbands.

Instructions should be indirect. Study should

be made agreeable.  
[✓ Rather middle]

John Milton 1608 - 1674

He was an idealist, and a brilliant man.

He wrote to Samuel Hartly about his ideas on Education, these ideas were published 20 years later.

Samuel Hartly planned an agricultural, and technical college.

Milton thought it was better to be a tradesman and know your job, than know lots of languages.

He only thought of educating higher class people.

Teachers inflamed pupils with desire of learning, if can't do it by persuasion, then do it by fear, but it should mostly be done by example.



After they learnt Latin, they might learn arithmetic and geometry and then beatrice Scripture stories.

Should learn Latin and Greek grammar, also about the authors.

Moral teaching wherever possible.

Learn use of globes and maps. Astronomy, geography, nature study which lead on to anatomy.

He wanted practical demonstrations at school.

They also learnt ~~an~~ economy, Italian (which could be learnt at any odd time) Politics, law, theology, Hebrew, histories, heroic poem. Poetry - should always be of the best kind. Sword play and

wrestling, and travel. He thought it was best for them to travel when they were about 23 and their education was complete.

He knew that it was very difficult to find the right kind of teacher.

They were educated from the ages of 12 to 21.

He had one house, which was school & college.

The food was simple, and they had practically no freetime. He want a house which would hold 150 people, 20 of which would be staff.

The day was divided in 3 :- Studies - Exercise - Diet. Milton wanted men to be brought up virtuous, but this idea didn't really work. In fact very little notice

was taken of Milton's Educational ideas.

John Locke 1632 - 1704

He was tutor to the son of the Earl of Shaftsbury, also to his own grandson. So he thought of education connected with the individual - not of the many.

Aim :- "Sound mind, sound body - in short is a full description of a happy state in this world".

~~He~~ divided education into 3 :-

Vigour in body.

Virtue in soul.

Knowledge.

The fundamental principal of training is authority.

Body :- He thought hardiness essential, so they had hard beds. But the young were to be wakened gently. Simple foods. They were to grow hard and brave.

Virtue :- Formation of a habit is important so begin it young. Whatever happens the guardian, or teacher must have authority, they should first try to get it by gentle means but if they couldn't, get it by hard means. When authority is gained - can treat them gently.

Locke was a realist. Not like Milton - doesn't think of virtue as end. The child should learn all



that is useful, and much of it. He had nothing in way of P.T.

Reading - the letters to be learnt as a game. Letters stuck on dice, so they could throw dice and get words and so learn to read. Writing was not to be done until they could read well. They learnt drawing. French as soon as they could read English, in a year or two they would be able to speak fluently. Latin was learnt young. Grammar was not so very important. Greek was only learnt if desired - without the aid of a tutor. Maths, geography, astronomy. one lesson led on to another. There were 6 books of Euclid to <sup>be</sup> learnt in geometry.

Chronology - history, they read history in Latin. Ethics from the Bible - which was to be clear and simple. Civil-law, natural philosophy.

Teacher should form character of children.

Teacher should open doors so that they want to go on and learn more knowledge.

Praise and blame is ~~a~~ important, but he didn't like punishment and reward.

Herbert Spencer 1820 - 1903.

Sure that Doctrine of Infallible reason was very important

Locke wrote - "Conduct of Understanding".

Spencer took up idea, he acknowledge no authority, so he was really an atheist. ~~agualie~~

He wrote a book - very simply, it was very popular and ~~the~~ his doctrine spread.

Education is to prepare us for complete living is function that education has to discharge education for :-

- 1) Self-preservation.
- 2) Preservation of family.
- 3) Preparation of citizen.
- 4) Accomplishment and taste.

He was annoyed with education of the day - it was forced.

The answer to everything was Science.

So he must learn physiology, so that they knew all about themselves.

- 1) In order to have self-preservation a man must earn his own living and in order to do that he must learn maths, chemistry, biology, mechanics and physiology.

- 2) If Old school books were dug up it would seem as if they had been educated as monks.

- 3) History was very important, also social progress



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and political relations.

Clear, but unprincipled.

Too much legislation in nursery feeding, not enough variety.

Should wear woollens. because you give up energy trying to keep warm, if don't wear woollens.

Girls didn't have enough exercise. Girls did too much brainwork.

Rousseau. Born 1712 born in Geneva.

Unsettled life, tried various occupation, after an illness when he was 25 he turned to literature and science. Wrote a discourse on science and arts and won a prize. Wrote discourses of inequality which helped to start French Revolution. taught for a little while, but he was not very good, he wrote 'Julie and the new Helois', a romance on Education. In 1762 he wrote 'Emil', story of Education of a boy. 'Savoyard Vicar's Confession of faith' - he explained what he believed in, didn't believe in God but in Christ. he was condemned by Catholics and Protestants.

1766 Wrote his confessions.

1772 Polish nobleman asked for his considerations

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on Polish government. Died alone and poor in 1776. But his work had great influence on Education of the time and now. Appeared at time of educational stagnation.

Optimism in educational world was once more prevailing

Ideas:

Men not born ~~bad~~ bad but good.

Children were children not immature men.

Children do not reason before they are 12.

Children should learn by experience.

Books were of little value in imparting knowledge.

Believed in training of senses.

Adolescence was most important time for education, before that they should have freedom and not dependant on authority.

Believed in self-help.

Everyone should learn a way to earn their own living

Learn by doing.

Let children get results first and aim at technique afterwards.

Didn't think about higher education for girls, they should just learn needlework etc. also arithmetic

Thought that women naturally wanted to obey.

But he said they understood more easily than boys.



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Very much against education of his own time.

Thought that in education you could only bring out what is latent. Should be negative at first. Environment educates unconsciously. Should be general before special. Discovery better than instruction. All education should only begin at the appearance of reason.

Began history at adolescence.

Train for society when 18.

✓ Children should play about in dark to overcome fear of dark.



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## PRACTICAL INFORMAL EDUCATION.

### Examinations — General.

Objects:—

- 1) For selection — competitive exams, for scholarships, prizes, awards, posts, positions.
- 2) As a certificate of standard — school certificate etc.
- 3) Test of a school system.

1947 — Report of Secondary school examinations.

The Council recommended that every pupil should have comprehensive school reports on leaving school. Tests of various kinds should be set periodically and the results carefully recorded.

I.E.A.'s should encourage experiments in internal exams.

The report is very valuable, more so than outside examinations such as school certificate, because it helps employers and parents after the child has left school, with the new method the schools have greater responsibility. Cramming is very harmful but exams bring honour to schools.

The Act attempts to secure full general education for all until the age of 16, all subjects are entirely optional. It is criticised that a clever child may be held back — but the clever child is in the minority and he may start working for his scholarship although he cannot take it until he is 16.

### Primary School.

Before 1944 the best pupils were coached to get places

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in secondary schools — but now he will be sent to the type of school for which he is best suited, but some children will be handicapped if they do not get into secondary schools. The primary children are subject to strain because the master wants good reputation for his school, and the parents are anxious for the child to get into a secondary school, so he may be made to have extra coaching. The slower child is apt to get neglected and often gets poorer staff and is rather boxed down upon. If he is encouraged he will gradually pull up. A stream are pushed on, they have the best teachers, but they may turn into precocious, ill-balanced, specialist. The clever child will get on better in a class with average children and not forced too much.

### P.O.S.

Each term a fresh programme is provided, so that a standard is set and exams follow the programme, which afford fair chance for all children.

The exams should be carried out without strain, no feeling of worry, rivalry, or excitement, and there should be a quiet, serene atmosphere. The children realize that it is an important week. A full week is taken so that there is plenty of time, the exams must be the child's unaided work. In the home school room they follow the ordinary time-table, but they do exams instead of lessons.



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They have exams in every subject. In schools the headmistress draws up a ~~long~~ Time-table, but not long periods in one subject. The questions are written on the board, the child copies the question onto paper and answers it.

2-A. upwards should write all work themselves in ink.

2-B. Should write one answer in each subject themselves.

up. 1-A. Should write 2 or 3 answers themselves.

Lower 1-A write one answer themselves.

1-B. Dictate all.

The child should take pride in his exams. Drawing paper should be cut to size, papers should be in right order.

There are 2 mark sheets - one by the examiner which is invaluable to parents, ~~at~~ because it gives them an idea whether they are below or above average, and there is the oral sheet - which is the report from the school, all subjects are marked or remarked such as crafts, singing etc. so there is a complete picture of the child, also any exams which have been set privately.

Home school rooms send their exams up always, and schools send one from each form, - a different pupil each time. There are exams every time the spring ones are corrected at home and the report sent to Ambleside.

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Objects of P.U.S. Exams.

1. To focus a term's work for the pupil.
2. To guide and encourage parents and teachers.
3. To help and guide those who plan the work.

No revision is necessary.

Standard is reached by children's work. Exams show up bad teacher and a bad book.

Constant readjustment is necessary.

Organisation of Maths.

Teacher must have a clear idea of what she wants.

Children have to do arithmetic to be able to cope with everyday life, and they need groundwork for any career, and they must be able to think and reason clearly.

They must understand what they have been taught and they must enjoy it and must be able to apply it. Got to be able to set out work in a logical manner.

Must have a rough scheme, but do not stick to it under all circumstances. They must be able understand one step before they go on to the next. Must have aim and plan for each lesson. The lesson should be varied - mental questions, practical work with concrete illustrations, teaching on the blackboard, and written work by the children. Must hold child's interest with up to date examples. Should not stick exactly to the



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text-book, must be able to translate examples.

With a large class they cannot work individually, some will do more than others. It is no use just teaching a rule, but once they understand, do not go on pressing it. Teaching by the teacher is necessary, on any new point, the text-book is not enough. must be prepared to give many different illustrations.

At the end of the lesson if they have not grasped the point, do not blame the children, it is either because the backwork is shaky or else the teaching is at fault. Can show them a different way next time. Keep them alert.

When a point has just been taught do not go round because you can't see who understands. When you know who is stuck, go round, but always keep an eye behind you.

The answer alone is not sufficient, never leave mistakes on the blackboard. The teacher must do neat and tidy work, if she wants it from the children.

Marking 1st see if the sum is right.

2nd Assess marks.

Marking must be neat.

Quality as well as quantity must be remembered. Encourage all the time. As long as a child

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does its best, it is all he can do.

Do not do all the correcting at night, because you will be stale next day.

Corrections They should do them themselves, they need not necessarily do them all. Must know when a correction lesson should be given, do a different sum of the same type.

Revising all the time bring in back work and links with other subjects.

### Class control

Teach whole class. Throw voice to the back of the room. Talk slowly with a big group. Do not pick on one child to answer questions. Don't always ask the the bright children, but ask them sometimes to keep their interest.

Do not let a child sidetrack you unless it is important. Must be interested in what you are doing, otherwise the class won't be interested.

Children like to see their progress.

See that all tools are there before the lesson, see that children have their books ready.

### Essence of teaching

1. Tell them what you are going to do.
2. Tell them.
3. Tell them what you have told them.



The Teaching of ScriptureFebruary 19<sup>th</sup>

Children should learn from the bible, and not from simplified versions of the bible ~~or~~ <sup>from</sup> bible stories, as soon as they are old enough to understand and appreciate the bible, which is usually at about the age of seven, they should listen to the bible even earlier, although they will not necessarily understand it they will enjoy the rhythm and the words.

The bible should be read slowly and clearly to the children, then they should be allowed to narrate what was read to them, the teacher should explain any difficult words or names and make sure that they understand what is being read to them. At the end of the lesson it is most important that the children should have clear picture in their minds, of what they have learnt about. If they do not grasp the point of the story through the narration, the teacher should point out the main facts and make sure that the children go away wiser than when they came.

Composition

Form I. Children have oral compositions in the narration of tales

Form II have compositions.

II.6. Can start compositions and if they are very slow they may narrate the rest of the composition if they have a lot to say. Choose stories from terms reading, therefore they have some knowledge on subject, they must have plenty of material to work on, Avoid abstract subjects and those that need generalisation and criticism. Do not teach composition just give the child material to work on. Teach them full-stops and capital letters after, but not paragraphs. Avoid the use of slang.

Subjects stories from:—

1. Age of Fable.
  2. History
  3. Geography.
  4. Story about a picture they have done.
- First attempt at working poetry to be done in metre of poem read
- Can sometimes have imaginary subjects by the end of 2A.

Form III

Subjects from term's work, and current affairs  
Write letters.



No special lessons on composition.

They have more subject matter. Subjects should be varied. Write a scene for acting from a term's book.

Letters of invitation or thanks or descriptive letters.

Subjects for imagination every now and then.

Topics of day

Occasionally own choice - give them several days to think about it.

Citizenship gives scope. Paragraphs should be insisted on Form IV

Begin to do real teaching.

children who have read a lot will not need much teaching.

Punctuation and paragraphs.

Lessons on composition about 2 a term. Give concise descriptions.

Compositions on literature. Essays set on Bacon's Pope's Lamb's etc.

There is a book to help teacher.

Tell them 5 processes in writing of essay: -

- 1) Think
- 2) Make an analysis of thoughts.
- 3) Develop analysis into an outline.
- 4) Write the essay
- 5) Read it through.

must give at least 5 minutes to think first.

Give them lesson on different kinds of essays, descriptive, imaginative. Concrete subject, topical subject. Conversational. abstract. get them to suggest subjects.

Aural lesson on use of opening sentence to essays. Read then good opening sentences. Criticise a little beginnings offered by one another. Also consider endings.

Use of reported speech. - replied, shouted, whispered, hinted etc instead of always 'said'. Enlarge vocabulary. Useful for conversation.

Lesson on Description - e.g. an old sailor, do it aurally, a good meeting place, an outline of the conversation with sailor.

Pay attention to adjectives

Building up of an essay - 'blood spots' - introduction on popularity. Various kinds. One in particular. Controversy on subject, writer's own thoughts.

These lessons help with arrangement of ideas.

Poetry 4A look at metre of poems.

Learn rules for metre.

Form V

Introduction to précis writing.



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paraphrasing.

Blank verse and sonnet encouraged.

### Development of English Education.

English system of compulsory education directly due to bad conditions of poor in second half of eighteenth century and to recognition that their ignorance and degradation was a menace to society and the whole country.

Education was undertaken not primarily for good of the children. If children stole fruit, farmers approved of them going to school.

Most people were in self dependent villages in the first half of the 18<sup>th</sup> century.

Book learning was taught in schools for richer children.

Education learnt in the house, attempt made to introduce book learning in the house, especially in Scotland.

1760-1833 - period of rapid changes, in industry, life and social conditions. Machinery, therefore decay in cottage industry. Enclosure of common land, good for land but bad for peasants. Rich became richer, poor - poorer.

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Peasant type went to factory areas - costs rose - children worked in factories instead of homes.

Some employers tried to employ parentless children to save. Unemployment of parents an effort to be humane.

People feared that the French Revolution would be repeated in England, therefore any agitators were suspected.

Some employers were humane but mostly scandalous.

Religious revival. John Wesley preached 1738

Rise of methodism and evangelism.

Not altogether good, for preached that this was a bad world, therefore it was full of hardships, and they expected rewards if they endured hardships.

### Stages of Education of poor.

1) Education in Family. Trained by parents who passed on all knowledge.

2) Small private schools. From dame's school to those taught by men. Dame's schools held in her home by a lady who could at least read the bible. Other schools taught by men who had failed in another profession, or who ran it as well as a profession.

3) Charity Schools. 1698 - under Society for Propagation of Christian Knowledge. Religious instruction with spirit of gratitude, frugality, and subordination. Reading & perhaps writing taught.



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4) Schools of Industry. Children worked and in return learnt reading. More successful with girls than boys.

Society for Bettering conditions of Poor.

1796 - aim - to bestow a spirit of self-help. Idea of doing good to people, whether they wanted it or not.

5) Sunday Schools.

First founded by Robert Raikes in Gloucester in 1780.

Rapid growth and spread. Raikes appalled by behaviour

of children on Sundays. Appointed and paid teachers.

Realised prison was not the way to punish children.

Children taught to read, catechism order for church worship, rewards given, but also punishments.

Society of Establishment and Support of Sunday schools in different counties in England - founded by William Fox.

Main Object - Education.

Famous school founded by Hannah More in Mendips.

Through Sunday schools, idea of universal education developed.

Different variation in Wales, Sunday school turned to circulating schools in 1730.

Rev. Thomas Charles - aim: - religious improvement. wanted people to learn to read.

1803 - Sunday School Union founded.

Sunday schools had influence on children's bodies.

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Lancaster & Bell.

1798. Lancaster opened school in Southwark could not afford teachers so started monitorial system. Wrote "Improvements in Education". System worked because enthusiastic.

Non-conformist - church alarmed at his progress so turned to Bell.

Rivalry between Lancaster & Bell ~~taught~~ caused by Mrs Trimmer.

Started difference between Church of England and Non Conformists.

1808. British & foreign school society took up Lancaster's ideas.

National society for Promoting Education of Poor in Principles of - Established church in England & Wales, followed Bell. Found if a child wrote a lesson he remembered it.

All concentrated on poor till now.

Rev. J. Poble tried to break this down. also Robert Owen. 1816 first infants school, followed by a chain of them.

Samuel Wildenspin said teacher should be as a child. Edinburgh Sessional school grew out of S. schools. used Lancaster's method.

David Stowe developed new methods, distinguished between instruction & training - former useless.



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Still no compulsory schools.

Government begins to pay attention.

### Government

Payed attention to bad conditions of children especially children who were leased out to mills in Lancashire.

### Health and Morals of Apprentices Act. 1802

Applied only to cotton & wool factories.

Restricted hrs to 12 hrs a day.

mills clean & airy.

medical attention summoned if infectious disease broke out

Some religious instruction. Prepared for confirmation  
first real education act.

Attempt to pass education acts but not successful.

Henry Brougham - 1816-1820 made efforts in parliament for education of people.

1816 Committee of Enquiry into <sup>Education of</sup> lower orders of metropolitan District. — made report showing inadequacy of schools. Prepared bill - not passed

More & more public opinion created  
1818 he formed Society for Diffusion of useful knowledge.

Fellenburg (Swiss) influenced Brougham.

Edgeworth took up Rousseau's ideas - he had 18 children.

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Moral tales - popular at time - change.

Pestalozzi's disciples were more dogmatic than he. Fellenburg used Pestalozzi's ideas. He made a school with poor children & he wanted to redeem them, became happy children. Made a good impression on visitors.

Religious difficulties but outside schools. Religion didn't matter so much in schools.

1833 1st Annual grant for building school.

1839 Beginning of ministry of Ed. (Committee of Privy Council for Ed.)

Select committees formed to help ed. to help improvement in the industries.

Dr. Kay lived in Manchester. - During cholera outbreak in 1832 he wrote pamphlet - conditions due to ignorance of people. He wanted to help ed. He became Assistant Commissioner of the Home Office. Own ideas on ed.

Worked in East Anglia & London.

Cure for social evils was ed.

Against monitorial system.

Started schools for work house children.

Pupil teacher system started.

Older children made ed. apprentices.

Started school at Norwood. Grant to pay teachers salaries.



idea - Child first

Worst possible children at his school.

$\frac{1}{2}$  time devoted to crafts, home ~~now~~ nursing, housework etc. Many visitors came to see school. Not suitable school for all types of children.

1839 Dr Kay became 1st Secretary for committee for of Privy Council to superintend bills.

Parliament takes first hesitant step into ed.

Struggle - Church or Parliament control schools.

Dr Kay wanted to train teachers.

Foundation of normal college - he put forward idea wanted to start two model schools - as practising schools.

Scheme was rejected. So he started privately with own money. Started school at Battersea. Students did housework, religious knowledge and most school subjects.

Eventually he managed to get ed. inspectors. 2 for England. 1 for Scotland. Archbishops suggested the inspectors.

School not only for children by centre of community.

Married & knighted - Sir James Kay - Shuttleworth. 1843 gov. grants for houses for schools (for masters & mistresses)

Inspectors increased

'Ragged schools' increased - gave lunches etc to induce pupils.

1846 grants for pupil - teachers.

Retiring pensions.

Bigger grants to trained teachers.

1846 Scheme to improve work house schools.

1849 Kay retired

During 10 yrs he lay ground plan for English ed. managed without breach between church & parl. without much backing. Did not expect quick results.

Ed. not compulsory.

Many children not educated.

Still many Dame schools and all society schools.

Commission set up by Duke of Newcastle. 1861-68

To enquire into present state of popular education in England, and to report what measures if any are required for extension of sound & cheap elementary instruction to all classes of people.

7 commissioners including Duke assisted by 10 assistant commissioners who make particular investigation into 5 types of districts - agriculture, mining, metropolitan, industrial, maritime



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Another report on Germany.

M. Arnold on France, Switzerland & Holland.

Showed points:-

- a) Schools provided by societies & helped by Gov. were main purveyors of popular ed.
- b) Still plenty of other ed outside.
- c) Inadequacies of all schools particularly parish schools.
- d) Bad effects irregular attendance, early withdrawal, migration from school to school.
- e) Many children no education at all.

Pointed out:- defects.

Made recommendations:-

- 1) Provision of more & better infant schools.
- 2) extension of evening schools.
- 3) Exam for teachers should be open to all persons leaving kept private schools for 5 yrs.
- 4) Children not learning 3 R's. ∴ every school examined once a year. Grant depends on exam.

Effect of commission because of Robert Lowe taken Kay's position - Vice President

Outcry about Lowe's proposals but they were carried into effect in 1861.

Inspectors visit dreaded.

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Teaching became pumping in of facts, so they could answer inspectors' questions.

Charity schools & Industry schools started.

### Public Schools.

Winchester, Eton, Shrewsbury, Westminster, Rugby, Harrow, Charterhouse, St. Pauls, Merchant Taylor school. in 19.

Chief studies classics in Pre-victorian times, other subjects not considered business of school - considered as accomplishments e.g. Arithmetic.

All had daily chapel services all Headmasters were clergy. Religious instruction not always good.

People felt schools were not fulfilling their job, no local boys at Harrow - it was founded for local boys.

Unrest about lack of moral training.

Boys brutalised by being sent to school.

Unrest from outside - schools understaffed - Parents employed private tutor to go to school with the boys.

No discipline - much flogging.

Domestic and physical conditions appalling.

House system.

School buildings were even worse than the houses.



Henry Brougham tried to get bill through parl in 1820 for Improving Education.

Protests made at Harrow 1810, 1833

Foreigners allowed on payment. Harrow to be only a classic school

Reforms started with Headmasters: -

Samuel Butler 1744 - 1839.

Head of Shrewsbury 1798 - 1836.

Went straight from college, - improved school a great deal & his influence spread.

Introduced habit of hardwork by exams.

Very stimulating teacher.

Tried to train initiative in all parts of school.

Urged private work.

Tried to make boys self-reliant.

Great freedom given out of school hours.

Introduced Maths, modern languages, geography & history.

Tried to cut out superficial knowledge.

Arnold 1795 - 1842.

Head of Rugby. 1828 - 1842

Education primarily the religious and moral training of human nature.

Keen on moral reform.

More influence than any other headmasters.

Great moral strength of character & religious convictions himself

He had great effect on his pupils, wanted to stamp out drunkenness, & hooliganism.

Used VI form to rule school.

Inspired & enthused boys. Preached earnestly in chapel and often.

Broadened curriculum.

Masters equal in status. Regular staff meetings.

VI as powerful as masters.

Stuck <sup>to</sup> through principals through everything  
1838 Retired from Senate of University of London.

didn't agree with new ideas about mixed religions.

Influenced other schools. - masters went to other schools.

Boys - many took up social work.

Edward Thring 1817 - 1887

Head of Uppingham 1853 - 1887

Improved Physical conditions.

Felt everyboy should have own study.

No one could go into study without owner's permission

Built Laboratories, gyms, workshops.

Also keen on character, moral & religious training



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very broad-minded in Education.

1869 First meeting of Headmasters at  
Uppingham.

Later first headmistresses conference held  
at Uppingham.

1861 Boyal Commission (Clarendon Commission)

to enquire into: administration, studies, finances  
subjects.

1864 Findings published

### Middle Class Education

Up to 1860 great number of endowed and private  
schools, some public and grammar schools, but  
no national system.

For girls - private schools and governesses only.

Great number in curriculum and teaching.  
Latin taught in most schools because it was  
thing to do, and easy to teach - also needed  
for university.

Discontent in many schools.

1864 Commission for enquiry into Education

1864-67. Taunton Commission enquired into  
any schools not covered by former 2 commissions  
as well as all others. Sent missions abroad -  
information from Scotland.

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1867. Report on the Taunton Commission.

Boys schools in 3 grades.

- 1) Pupils up to 18 or 19 - preparation for university.
- 2) Pupils up to 16 - education for civil-service, army, professions.
- 3) Pupils up to 14 - ed: for small tradesmen, superior artisans, small farmers.

### Features of Reports

1. Boys schools - curriculum varied from good to bad.
2. Private schools - also varied.
3. Girls schools - verdict less favourable still except for a very few. Stress on lady-like accomplishments not on education.

### Recommendations

- 1) Curriculum - broadening of - classics, maths sciences to be taught - greek in 1<sup>st</sup> grade. Latin in 2<sup>nd</sup> grade. French or German in 3<sup>rd</sup> grade.
- 2) Old charters - to be revised - endowment then properly used.
- 3) Organisation of Education as a whole.
- 4) All schools to be open to inspection.
- 5) Private enterprise schools essential - ought to be registered and standards of bad ones raised.

County schools, - in West of England established for residents of rural areas - no greek or latin, boys



lodged in hostels.

Woodard schools - Nathaniel Woodard 1811-1891, felt ed. of middle classes being taken away from church - provided schools for middle class with type of ed. in boarding schools but run by church.

Eventually 7 schools - terms to be moderate.

Lancing society formed for these schools

6) Present examination system unsatisfactory

Decided to award cert. of efficiency in teaching. no headmastership open to teacher with certificate. Did not have training colleges.

1869 Endowed Schools Act - All recommendations not carried out

3 commissions appointed for endowed schools to deal with difficulties. Often led to good results.

1873 Act amended - charity commissioners given power formerly held by endowed schools' ones.

### Education of Girls.

Up to 16 parallel to that of boys.

After 16 ed. for boys rises - broadened out, more children learnt

Girls ed. sank. by time of Victoria standard very low.

Translation of bible helped low standard of ed.

Translated piece about women badly, to give idea to meet man's comforts only.

Greater increase in mechanization, so not so much for women to do. Before woman ran house like small factory. Work now left to servants.

(Jane Austen). Prosperity led to employment of servants.

18 there were eminent women but few were intellectual and those were regarded as freaks

Some felt it was unwomanly to be learned.

Mary Wollstonecraft

Educated herself.

~~1797~~ 1871 'A vindication of the rights of women' little effect. 50 yrs ahead of time.

Beginning of 19 ed for girls was chiefly in home.

Number of private schools.

George Eliot, Florence Nightingale, Elizabeth Fry



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Brontës, Edgeworths, — all were geniuses  
otherwise they wouldn't have got any where.

Charlotte Yonge — wanted general ed.  
at home

Some schools good, some bad, some indifferent.  
subjects varied.

Difficulties in finding staff. Private schools  
couldn't afford staff.

Some felt girls ought to have exercise.  
Fees. £3 — £20 p day.

£20 — £100 p boarding.

1<sup>st</sup> college for women opened. — 1846.

Queen's College — Harley Street.

Chaperons provided there — Lady Stanley of Alderley  
1807 — 1895. ~~gave~~ did great deal for Ed.

Dorothea Beale. 1831 — 1906

Passed as student at Queen's college then  
tutor of maths there. then.

Head teacher of Casterton school for daughters  
of clergy — (Resigned on principle)

Didn't fit in so was sacked.

1858 Eventually became Head mistress of  
Cheltenham ladies coll. Exercised profound  
influence on college.

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Emily Davies

Started committee to get women admitted  
to university exams.

Founded Girton. 1867. 1<sup>st</sup> ~~women's~~ college.

Witness to Taunton commission.

Frances Mary Buos.

Head of North London collegiate school for girls.  
led to G. P. D. S. T. — which led to day  
schools all over country.

Keen on day school. girl should be with family.  
Insisted girls could do what boys could do.

Aim: — Efficient ed. of individual girl.

Rigid discipline at her school — used tongue not whip.

Had to tackle with parents who didn't  
want children to learn except needlework, art etc.  
Much opposition & encouragement.

Bedford college opened about 1847

Roe Dene 1884.

Friend's schools. — liberal ed.

R.C. convent schools also set up.



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### Education from 1870 onwards.

Education now possible for all - great advance.

#### 1870 Elementary Schools Act.

Made provision of schools compulsory in sufficient didn't already exist. - voluntary schools encouraged if voluntary societies failed or if ratepayers asked for alternative plan - a School Board was to be elected for district given power to levy rate. Build schools, these schools were to give undenominational religious instruction. Not charge fees higher than 9d a week. All benefited from this act.

Got rid of charity providing schools for poor.

All ratepayers elected School Board.

Women could be members of Board.

Act sponsored by W.E. Forster.

Results:- 1) Stimulated denominations to build schools.

2) Because of elections kept Education in forefront of people's minds.

3) In time raised standards of school buildings.

#### 1876. School Attendance Act

Sponsored by Lord Sandon.

Was duty of parent to see child got

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sufficient elementary instruction in 3 r's. If parent failed he was liable to penalties.

School Attendance committees where there were no School Boards.

No child under 10 was to be employed.

... between 10 & 14 unless he had passed Standard 4, or had attended not more than 2 schools in each year for 250 times for 5 years.

To encourage children to stay at school - free ed. offered to children over 11 who had passed Standard 4 and had made 350 attendances during past 2 yrs.

#### 1880 Act to make Education compulsory

Complete attendance between ages of 5 & 10.

Exempt Exemption between 10 & 13 only if child reached a certain standard.

13 exempt in attendance had been good.

14 left.

Emphasise on 3 r's.

Attendance at evening schools declined rapidly - only got grants for instruction in 3 r's. When restriction removed attendance enlarged.



1882 Modified Code

Payment by result.

Concentration on teaching not learning. Not

developing child of his own accord.

Agitation for ed. other than elementary

Matthew Arnold - wanted secondary education

Many thought it would be too expensive

1886-88 Cross Commission

To enquire into working of elementary

Education acts in England & Wales

Two reports made by 23 members

- 1) Greater facilities for training teachers needed.
- 2) Day T. colleges attached to universities
- 3) All recognised good work of voluntary schools
- 4) Majority felt ought to be grant-aided  
minority un denominational schools in reach of  
all voluntary schools lose experimental  
qualities if they were helped
- 5) Should be provision made for science, manual  
& technical instruction. Drawing, needlework &  
cooking were important
- 6) Majority felt primary schools should be  
primary not secondary as well.  
Minority advocated provision for higher grade

schools for advanced technical or commercial  
instruction

- 7) Well equipped and roomy premises.
- 8) All condemned payment by results
- 9) Elementary school teacher eligible for  
promotion up to inspectorate  
All inspectors must have teaching practice.  
Women sub inspectors appointed
- 10) Evening school regulations needed revision at once

Sir G. W. Kekewich - Secretary of Education

Department

Sir W. Hart Dyke - was Vice president

Revised code of 1896 reflected cross Commission.

Abolished payment by results

Gave grants for needlework, singing etc

Drawing compulsory for boys.

Added P.T.

1891. Act gave parents right to demand  
free ed. for children

1889 Technical Instruction act

Empowered county & county borough  
councils to provide Technical schools.



## 1890 Local Taxation Customs & Excise Act

Some taxes to be handed over to councils for technical schools (Whiskey money)

## 1902 Education Act.

To bring order out of chaos.

1) Abolished school Boards & School attendance com.

County & County Borough councils resp. for Elementary & Secondary ed. in their areas.

But Borough councils for 10,000 or U.D.C for 20,000 were allowed to be responsible for own bit of ed.

2) County & County Borough councils to form own ed committees.

3) Voluntary schools to come under wing of such committees, (not independent schools) to be put on rates.

\* Could retain privileges - Denominational instruction. Voice in choice of teachers.

Repp. for building

\* Committees were to co-ordinate all forms of ed including T.C.'s.

## Early Education.

Autumn Term 1950

History of Ed. of a people is not the history of its schools but the history of its civilization

Slightly narrow scope of word education and when we use it referring to them, it means the ways in which a nation uses the powers at its disposal to bring up its citizens so that they will maintain the traditions of national character, and to promote the welfare of the whole nation as a community.

Certain signs of national ideals in Egyptian Education, in early ed. of Arabs, the Babylonians, Assyrians, Phoenicians.

Also great Chinese civilization

## Greece

Trojan 1183 BC.

Homer 950 BC.

## Spartan Education

Hesiod 850 BC.

Spartan Dominant 650 BC.

Rise of Athens 590 BC.

Persian Invasion & Battle of Marathon 490 BC.

Invasion by Xerxes 480 BC.

Peloponnesian War 431-404 BC.

Philip of Macedon 336 BC.

Alexander the Great.

Greece made a Roman Province 146 BC.

## Athenian



General characteristics of country & people - Greece.  
Country does not make for unity because land is broken up, but also makes for independence.  
Freedom-loving, independent, cheerful, love of beauty <sup>type of</sup> people.

Aimed after perfection in everything

Spartans - hard-working

Athenians - frivolous, easy-going <sup>later</sup>

Both had great love of state and human beings meant nothing.

Spartans  
Country cut off from outside world.

Makes them more or less isolated, so they cling to old ideas.

Spartans had been a wandering tribe.

Only about 9 thousand families having conquered their land by "squatting". Had to keep their people fit so that they could fight as they were always liable to be driven out or invaded. Efforts of individual was important, if state were to hold its own it could only do so in this way.

"Whole character of Spartan training was determined by desire for military efficiency and from birth till death life was rigorous and disciplined."

1st period of Education was Infancy - from birth to seven years. At earliest possible opportunity 1st test - bathed in very cold water and wine, if they didn't survive they were put to death. After this the mother had care of child - her job to make child as hardy as possible. Shut up in dark room to overcome fear. Wore few clothes.

After 7 years the state was completely responsible for children. Girls as well as boys educated. ~~Everywhere~~ else girls brought up at home. But even in Spartan boys were more important. All education was free.

No class distinction. Only members of royal household who did not go to state institution.

From 7-18 years (Boys only) herded together into packs and these formed parts of large companies of boys who lived together in boarding houses. Each pack was under charge of an Eiren (a man between 20-30 who not complete Education) Paidonomus - administered punishment. was in complete charge of a community.

Divided into 3 age groups.

1) 7-12.

2) 12-15.

3) 15-18.



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No rewards or prizes.

If they were exceptional might become sub leader of pack.

Heads were shaved ~~in group~~

in group I might wear two garments but after that only one. No shoes.

Bed of hay & straw - no covering.

Group 3 had to collect rushes for own beds.

Given just enough food to keep them alive.

But they had permission to steal if they got away with it, but if they were caught punishment was very severe.

Whipping exams to harden them.

Gym before breakfast and in afternoon, did gym completely naked. They also danced Pyrrhic dance - most famous of their war dances.

Choral dancing - moving together. Mimes of the gods.

P.T education, they did not specialise at all, because of belief in perfectly balanced body.

Had brutalising effect on nation. Very little intellectual education.

Education divided into two. Gymnastic and music.

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Only used intellect to rouse the mind to bravery and love of country and therefore most of intellectual Education consisted in learning poems celebrating glory of gods and deeds of heroes.

Elocution more important than 3 R's which were only learnt for utility - learnt literature by heart. Spartans never produced poet or philosopher of great importance.

3) Children from 18-20 allowed to live at home - called *proteroi* = budding youths. Allowed to let hair grow. Time spent in beginning of severe military drill.

4) From 20-30 - called *Eirenes* - youths. Lived in barracks and really began military training. At this stage helped teach younger boys. Oath of citizenship probably taken at age of 20 but did not become full citizens until 30.

From 7-30 Spartan subject to strictest discipline.

Education public - free.

Crushed out individuality and left them with narrow outlook on life.



Education of Women

Spartan women allowed to live free outdoor life in contrast to other countries where they were shut away.

Trained so that they might be worthy mothers of brave sons.

Lived at home but had gymnasia of their own where learnt to jump and run and various ball games, javelin throwing, wrestling, dancing singing. As a whole not proficient in spinning and weaving but did learn how to rule a house. Became members of the state with husbands on marrying.

Spartans behaved well in own country but not in countries conquered by them.

Athenian Education

General characteristics - State or city was centre of interest but not as predominant as in Sparta.

Two Ideals in Athens

- 1) Service to the state.
- 2) Development of individuality.

"In Athens a citizen gives to his state because he loves her, in Sparta the service is

compulsory."

Athenians found life interesting, lived "happily and beautifully".

Sparta was conservative. Athens progressive. Therefore Educational theorists came from Athens.

In Athens ideal citizen was a 'fully developed man capable of bravery but one who has not neglected culture'. At its best Athenian life and education showed great zest for life and real worship of beauty and perfection.

At its worst it produced a shallow minded frivolous, superficial race.

Educational System

Attributed to Solon (640-559)

"Every citizen shall see to it that his son is instructed in gymnastic and music with grammar (i.e. literature). Parents who disobey this law are culpable. Only those parents shall be supported in their old age by grown up sons, who have given them due education." Law of Solon.

Quite a liberal education. Athenians despised trade.

Aim of Athenian Education

Development of capacity, power and ability to use leisure well.



## Stages of Education.

1) Infancy - from birth to 7 years. Exposure of children soon given up but Plato recommended it. Father decided whether child should be exposed and live or die. Athenian children seem to have lived happy home life at this age. Evidence of toys and stories found in hands of mother and/or nurse. Learnt by heart before age of 7.

2) 7-15. - taken to school by a slave - paidagogos. usually unable to do anything else. Instruction not provided by the state. Schools private. Father decided what child must learn.

Schools private to inspection by public authorities

Fees charged by masters who usually chose own rates

Masters not treated with respect.

All day schools open from early morning until sunset.

No fixed long holidays but all go festival days must be observed. Neither building nor instruction provided by state. High stool for masters and sometimes benches for children. School in most towns.

## Music.

1) Chanting of songs and poems - music always <sup>subservient</sup> ~~sentimental~~ to words. Boys could begin special course of music at 13.

2) Learned to play lyre and flute - learnt music to be musical not to be a musician.

Reading was taught alphabetically, learnt letters by heart, off blocks of baked earth. At first there was no punctuation and no space between words.

Elocution:- was always a valued subject.

Once they could read they were given opportunity to practice. Often made their own books.

Writing Used waxed tablet with a stylus at first. When they were older they used a quill and a type of ink on parchment (papyrus) not much importance attached to writing, very few wrote. Spoken word was much more important.

Arithmetic Enough taught so that they could reckon in market place and learnt simple weights and measures. Plato attached more importance to this subject.

Drawing not taught until time of Aristotle.

Used eventually a type of pencil on a soft wood.

Geometry not introduced ~~at~~ until after Plato and Aristotle.

Geography Told a little about their country.

At time of Plato maps began to be used.

Poetry Works of Homer learned, mostly by heart. Speech training very important. Learnt about national poets.



Gymnastic.

All physical education was essential.

Beauty of form and body was important.

Exercises had discipline of body with a view to giving it a healthy development and a noble character.

Perfectly balanced education.

Didn't encourage children to do severe exercises before the age of eight.

After age of 8 a certain amount was done at home.

There were gym masters (paedotribes) in each town, they opened a palaestra, supervised by state.

There were set exercises :- dancing, wrestling, throwing discus. They attended palaestra until age of 15 :-

Boys left the schools and they were now in care of state. Between 15 & 18 was rather a free time. They still attended palaestra where they practised more serious athletics.

Boys of 15 attended state gym and he was known as an ephelos. <sup>sent</sup> began military training they were usually to camps as near Athens as possible. At end of first year they had an exam in drill chiefly military.

2<sup>nd</sup> year training was stricter, they were often sent to frontier with more experienced soldiers. At 20 they became full citizens. They took an oath at 18 ~~by~~ when they were given robe, spear and shield, at 20 they confirmed the oath.

Discipline

In schools it was quite severe - corporal punishment used. School & home discipline up to age of 15 it was severe though there were not hardships as Spartans. Moral training was important, used great poets particularly Homer to lay foundations of morality. Athenian boys were expected to be of a quiet demeanour and show great respect to parents and older people.

Religion.

There was worship of family gods with ritual which was learnt early, later on joined with fathers in public worship. They were taught chants and choruses at home.

Education of women.

Athenians far below Spartans. Athenian



women had no school education, not considered necessary. Mothers gave training in domestic arts and some of them learnt to read and write from mothers. Moral conduct and training was important, and good general conduct, chastity and purity were great virtues in women.

Women were not shut up but their position was not much better than an oriental woman.

About time of Salamis and victories over Persia, later half of 5<sup>th</sup> B.C. a new education reached over Greece slightly changing world. more attention paid to individuals. Plato was alarmed about this.

Democratic ideas in Athens, in Athens every citizen became qualified to take office. More commerce and wealth, more exchange of ideas and also more leisure. Desire to use leisure for intellectual pursuits. Greater tolerance of ideas. spirit of enquiry and questioning. Because of all this there were changes in education mostly in higher education, also felt in ed. of children, some changes were not good

- 1) Discipline and morals were lost.
- 2) old traditional songs and poems were discarded. But between 15 and 20 there was now an intellectual element, ~~with~~ so their education now resembled that of the universities, instead of being entirely physical.

Study of oratory - rise of great schools of oratory.

New type of teacher was now required. Rise of teacher (givers of wisdom) the Sophists. They said they could give needed higher education. They were not greeks to begin with.

~~He~~ to begin with they wandered about from place to place. they talked in market places, when there was a crowd they arranged classes for which they charged. The sophists were criticised, but they did spread the love of learning. Greeks eventually became Sophists. Socrates came into being.

Rise of great schools (people gathered together). Socrates, Isocrates, Xenophon, Plato, Aristotle.



Plato

A pupil of Socrates and a product of new education although he was conservative in outlook, he was founder of one of the schools of philosophy. Athens owes its fame and influence in ed. to these schools.

(4 B.C. Plato wrote his Republic

Decline of Greece was beginning at this time. 'The Republic' is a description of what he considers to be an ideal state, and expounds his doctrine of Education. Aim "was a harmonious man in a harmonious State".

He had many Spartan theories.

His education combined Spartan and Athenian ed. the ideals of both.

"Education is very powerful, it can determine whether a nature shall be wild and unmanageable or rich with benefits to mankind" — Plato.

He thought a great deal depended on environment, great stress on imitation.

His education included instruction & training and all influences which are brought to bear upon soul — well balanced ed. physical intellectual & moral.

Stages of Ed. suggested for ideal man in ideal state —

- 1) All education must be state controlled — children remain in family until 6, but set rules for their upbringing during this period to be laid down by state.
- 2) From age of 7 child belongs to state. 7-10 years training is to be principally in gymnastic which is to be continued throughout life.
- 3) 10-13 child taught to read and write.
- 4) 14-16 learns poetry and music (chanting and choral work).
- 5) 17-20 — devoted mainly to athletics in preparation for art of war.
- 6) 20 yrs of age a selection was made, where rest of life was mapped out. Between 20-30 they might study sciences (geometry, arith, astronomy) only the best chosen to do that. But they must also do military service.

Both sexes were included up to this period. When they were 30 ~~they ought~~ if they showed promise they could spend 5 years studying Dialectic (philosophy) — "the Science of the Good". These people were then eligible to be guardians of state. — men could rule — women could advise and express opinion.



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1. Whole of education was really confined to members of ruling classes.
  2. Equal treatment to both sexes.
  3. Only those who showed they were capable of benefitting continued higher education.
- Each member of State has some contribution to make and each member does receive kind of training for which he is best fitted. He hoped everyone would have their place in ideal state.

Aristotle 384 - 322 B.C.

Last of great Greek educators. (sophists)

In some ways he goes further than Plato — still considers all education in relation to the State.

More of an Idealist — Not always consistent.

Wrote two great works on ed. "The Ethics" and "The Politics" he stated his theories in these.

Believed 1. "Highest object of man is the happiness could only be attained by perfect virtue.

Highest virtue was ability to reason well and it could only be fully realised in life of contemplation.

Perfect in proportion he became divine. Perfect gods reasoned perfectly.

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Education :- was attainment in intellectual and moral virtue. Could only educate properly by nature, habit and then instruction.

order in ed :- 1) bodily education

2) Moral "

3) Scientific or intellectual

Stages of Ed :- 1) 1-5 yrs. Children must have plenty of movement. but no compulsory exercises. 5-7 did certain set skills at home.

2) Education proper should begin at 7.

7-14 yrs. Did gymnastics, music, drawing, reading and writing, and some mathematics.

3) 14-21 yrs. more severe gymnastics, some training for war, a very liberal musical and artistic ed.

so that their leisure might be 'nobly' employed. might study dialectic but no reading out.

They were much freer to choose.

Freedom of choice.

Plato :- Doctrine of Despotism. — Civic ed.

Aristotle :- Provided for practical side of life.

After 21 they used own leisure to ed. themselves.

Prepared for right enjoyment and use of leisure.

Therefore it was broader, beginning to look outside confines of state.



## ROMAN EDUCATION

- 753 B.C. Rome founded
- 509 B.C. Expulsion of Kings and beginning of Republic.
- 450 B.C. Laws of the Twelve Tables, drawn up.
- 275 B.C. Rome supreme in Italy
- 202 B.C. Rome supreme in Spain
- 148 B.C. Macedonia a Roman Province
- 123 B.C. Spain made a Roman Province
- 88 B.C. - 82 B.C. Civil War (Marius and Sulla)
- 48 B.C. Julius Caesar at head of Government
- 44 B.C. Caesar assassinated.
- 30 B.C. - 14 A.D. Augustus Caesar Emperor.
- 70 A.D. - 96 A.D. Claudian & Flavian Emperors.
- Gradual decline of Empire
- 306 - 337 A.D. Constantine in power - Division of Empire
- 138 - 161 A.D. Beginning of decline
- 180 A.D. Death of Marcus Aurelius.
- (beginning of a century of revolutions)
- 226 A.D. Rise of Persia. - oriental influence in Rome)
- 284 - 305 A.D. Diocletian.
- 363 A.D. Triumph of Christianity - no longer opposed
- 395 A.D. Complete division of Empire
- 400 - 500 A.D. Barbarian invasions
- 476 A.D. Last of Emperors.

## Difference between Greeks and Romans:-

Greek - sought beauty and knowledge

Roman - sought power. Roman mind heavier and less sensitive, less inventive, more curious, but it was also more practical, and imitative. Roman existed for state, but he realised that it was the people who made the state. Possessed great administrative ability. Great law-makers steady in their purpose. Made roads so that troops could move along or else to connect, very practical. Subdued nature ruthlessly and therefore man. Didn't look out of own state for ideas. ~~anyone~~ they let nothing stand in the way. Certain parts of Empire well administered. At first they colonised well, but they subdued instead of giving self government. Devout in their own religion. Family life was sacred. Authority of father over children was absolute, mother also had power. Wife protected by Roman law.

Children got early training at home. Moral and social from mother, Intellectual from father. Mother instructed girls in letters.



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## 1) Early times - 303 BC.

Very little known about education.

Believed alphabet borrowed from Greece.  
certain classes able to read and write.

Home education - boys taught to read and sometimes write by fathers, instructed in P.T. by him.

450 B.C. laws of Twelve Tables drawn up

Boys had to learn these by heart, basis of justice and civil life.

When boy was 16 he was enrolled as a citizen.

A public ceremony when he was given toga.

Attended meetings in forum with father, by doing this he learnt his duties.

Beginnings of schools though not many.

No real literary ed. learnt national songs etc.

Religious life played large part.

Evidence of grouping together to practice P.T. with a view to military fitness.

## 2) 303 BC - 148 BC.

260 BC. Large school opened in Rome - Spurius Carvilius. Fees were taken for instruction - slight influence of greek education - poems and dramas based on greek literature. Odyssey translated

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into latin about 240 BC. by Livius Andronicus.

Study of own ~~lag~~ language. Schools growing in ~~own~~ number and scope.

Romans beginning to extend power. Study of greek language used Greek slaves, and greek freedmen to teach language.

Less and less common for children to be taught at home. went to school at about 7.

about 233 BC. - Translation of Odyssey became text book in schools - learnt by heart. beginning of elocution.

202 B.C. Breathing space - war over - more interest in education, greek influence deeply felt. Conservative element who objected to this influence - Cato supported home lessons.

167 BC. First library in Rome.

Native culture was growing up.

Cato wrote a book about Ed. - produced controversy - Cato had no time for literature. no time for music, ~~Bo~~ or maths except sufficient for practical purposes. looked on

schools as adventure schools.

Cato died 148 BC. Conservative side lost a great champion - had influence on Ed.



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Ed. still only within reach of those with wealth.  
Masses received little or no Ed.

Sometimes got rudiments of letters. No national Ed.

One or two enlightened teachers gave advanced Ed. but it was mostly primary Ed.

Ed. in Greek sense didn't exist.

Schools were growing

Romans slow to take up anything new.

### 3) 148 BC -

After Cato's death education became that of Greeks influenced and coloured by Roman character.

During next 50 years triumph of Hellenism, curriculum widened.

Advanced instruction given by Greek tutors sometimes in families or in schools.

- Grammatical instruction consisted of :-

- 1) Grammar
- 2) Arithmetic and geometry
- 3) Astronomy
- 4) Music
- 5) Architecture
- 6) Medicine

Higher education still = that of oratory

Great men - Cicero, Virgil, Lucretius and a group

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of literary men.

Julius Caesar and Augustus encouraged and protected teachers.

Only a few Romans aspired to culture for its own sake.

### Educational System

1) Primary of up to age of 6 or 7 Child remained at home  
Paedagogus - slaves who took children about and later to school

2) at age of 7 children might go to "ludus publicus" or taught at home. Girls too.

Subjects 1) Elementary calculation.

2) Writing and reading. begun together, learnt letters by tracing them with fingers at first on wax tablets. First reading book generally version of the Odyssey.

2) Secondary About age of 12 went to schools of grammaticus two types

1) Greek in which Greek only was spoken, went to it first i.e. must have learnt Greek at home.

2) Latin where only Latin was spoken.

grammar in narrow sense taught

Portions of Homer and other poets learnt - study of Greek and then Latin literature

Dictation for two reasons 1) Spelling

2) to be able to write down poems to learn by heart



Twelve tables no longer learned

Arithmetic Only for utility.

Geometry Not cultured study

Geography grew as Empire grew.

Writing on papyrus with pen and ink as well as on tablets.

Music taught largely for purpose of rhythm.

Dancing Only taught at home.

Gymnastics Purely military and hygienic aim.

Boy remained at school till 16. At end of time in grammaticus given lectures in oratory & argument.

All did not go on to higher education but if they did want to take part in politics went to Rhetorical School.

Studies 1) Rhetoric

2) Art of public speech

3) Maths

4) Philosophy

5) Law

Thorough and searching training, set out to make good public speaker only.

In last decade of Republic, schools university schools started in Rhodes, Tarsus, Smyrna, Ephesus, Alexandria.

Now women began to share literary culture & attended day schools.

Discipline severe in all schools. Rod and whip used in primary and secondary schools.

Teachers in *ludi* either slaves or freed men, no fixed salary, humble position.

Teachers in *Grammatici* treated with some respect, higher position. Charged fees which were often set.

Teachers in *Rhetorical Schools* held in great respect, equivalent to university professors.

During Republic State did not accept responsibility for schools. Teachers had to provide own schools or taught in street.

Still a number of private tutors for all education.

### Education in First Century of the Empire

Schools began to increase rapidly. Some teachers engaged by municipalities and paid fixed salary.

As Empire grew schools on Roman plan set up for children of subject peoples. By end of 2nd century of Empire all 3 types of schools established throughout Empire.

Quintilian b. 38 AD. Wrote 12 books on Education.

### Education in 2nd & 3rd Centuries of Empire

Many emperors show great interest in Education. 3 types of schools firmly established and had important place in the Empire.

Great interest and enthusiasm for learning.